

Building a Workforce Development System

Partnership Meeting
June 16, 2010



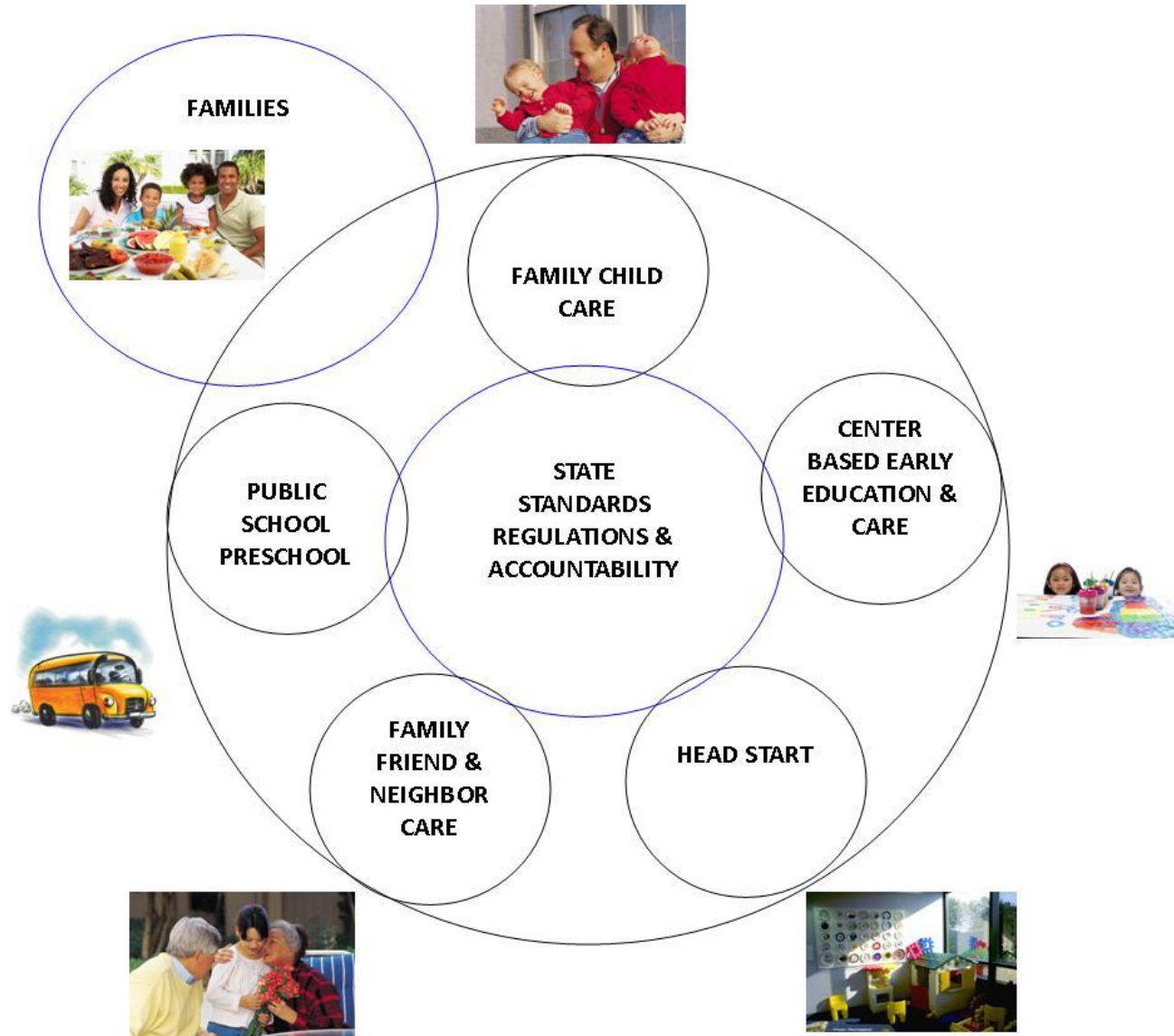
MASSACHUSETTS
**Department of
Early Education and Care**

EEC Mission Statement

The Massachusetts Department of Early Education and Care's mission is to provide the foundation that supports all children in their development as lifelong learners and contributing members of the community, and supports families in their essential work as parents and caregivers.



Early Education and Care Mixed Delivery System



Defining “Readiness”

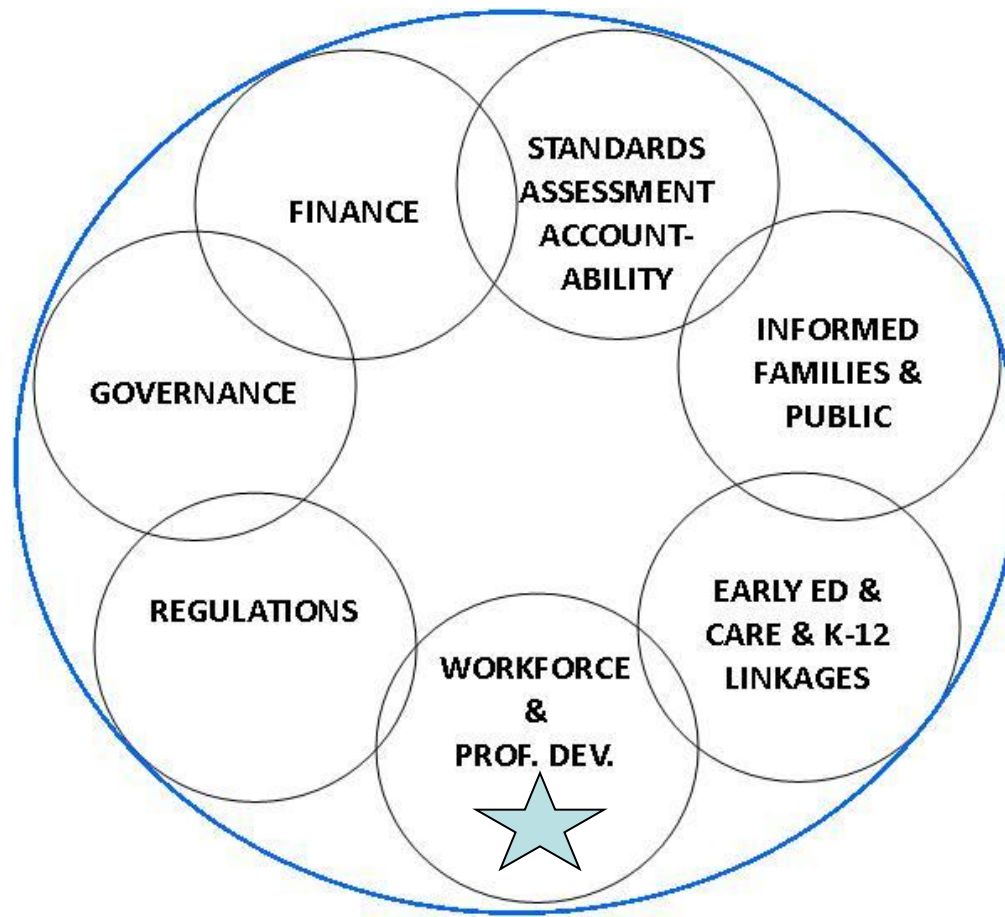
- The **National Educational Goals Panel** (NEGP) identifies five domains of childhood development that form the foundation of childhood learning and social development necessary to ensure school entry readiness:
 - **Physical health and motor development**
 - **Social and emotional development**
 - **Approaches toward learning**
 - **Language development**
 - **Cognition and general knowledge**

“Key Elements and Optimal Dosage of Early Childhood Education” Hanover Research Council, May 2010



Early Education and Care System Components

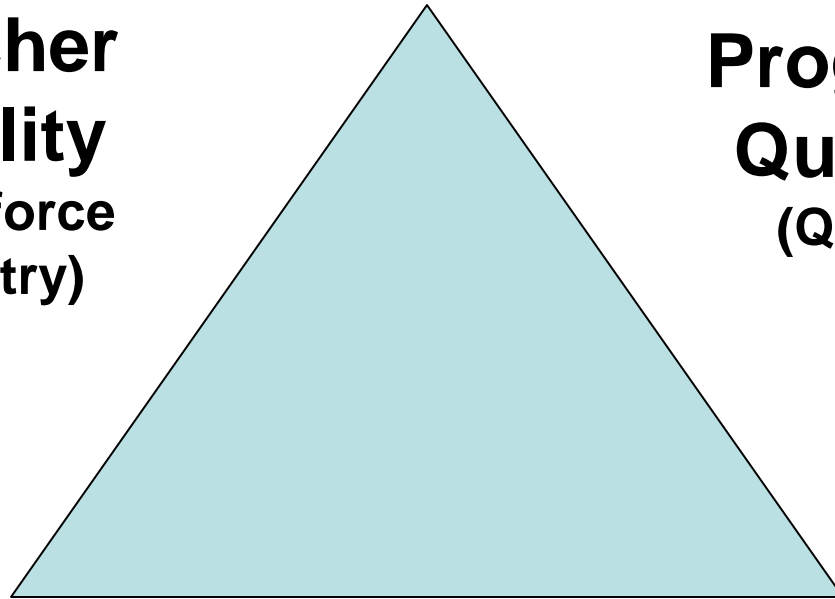
Like any “system”, the education and care system is comprised of a set of connected components, forming a complex unit with an overall purpose, goal, or function that is achieved only through the actions and interactions of all the components. Below is a visual representation of what EEC would like to build with its key partners.



Standards, Assessment and Accountability

**Teacher
Quality**
(workforce
registry)

**Program
Quality**
(QRIS)



**Child
Outcomes**
(formative and
summative
assessment)



History of Workforce Development

- Since its creation in 2005, the Board and Department of Early Education and Care have been charged under its enabling statute (MGL Ch15D) to develop, implement, and annually report on progress towards a **Workforce Development System** for the early education and out of school time field.
- EEC's Workforce Development Reports (2006 and 2007) provided a framework and key elements for the system.
- Workforce Task Force, *Steps Forward*, and EEC's Strategic Plan provided further recommendations for alignment and requirements to meet the needs of the field.



Reshaping Professional Development

- Align with **adult learning principles** of theory, strategy and reflection
- Support adults to create a pathway to **skills and competencies now as well as to higher education**
- Support programs through **instructional leaders** to increase **overall program quality** in addition to individual educators
- **Provide coaching and mentoring** for adults and programs to navigate, higher education, accreditation, and QRIS
- Create **a focus on specific skills** (assessment, growth and development, literacy) that lead to high quality and go deep versus investing broad in a range of training opportunities.
- Translating the **science** to actionable theory, practice and reflection for the field.



Degrees or Competencies?

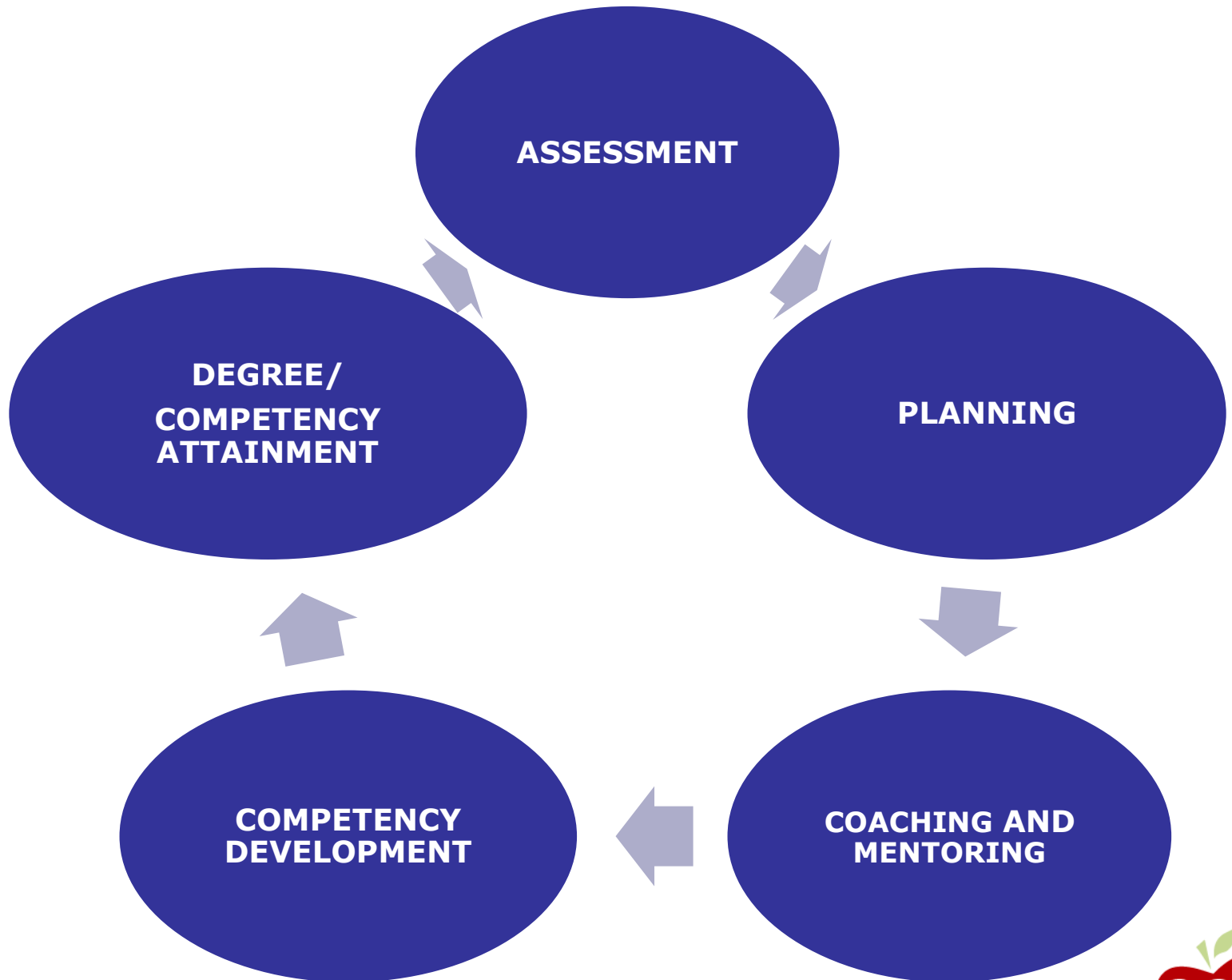
- Why are both important??
- Why is the state supporting both?



Core Functions and Local Differentiation

Create a system of **core functions** which are predictable across the state and allow for **local differentiation**, but create statewide access to core competencies.





EPS Grant Goals

- **Better alignment** across early education and care and elementary/secondary education
- A system that is accessible to educators and providers throughout the state.
- Professional development that:
 1. Is **evidenced-based** and is translating the science
 2. **Aligns** with EEC's core competency areas;
 3. **Leverages** resources;
 4. **Shares responsibility** between educators and providers (programs);
 5. **Meets the needs** of the workforce in all settings, specific age groups, and unique populations including English language learners and students with disabilities; and
 6. Is **targeted** and **intentional**



EPS Grant Goals *cont.*

EEC's Goals for:

- **Educators:** Implementation of two primary pathways:
 - One pathway to move educators towards degree attainment in ECE or related field
 - Second pathway based on core competencies
- **Providers:** support providers/programs in efforts to increase quality through staff development, accreditation, and upward movement along QRIS



From the Field

- **Issue**: An educator from Town A is looking for training on progress reports but there are none to be found. Town B is hosting a training that is under-enrolled but cannot serve the educator due to funding restrictions.
- **Solution**: EPS Grant allows professional development on a regional basis promoting more efficient use of limited resources and enhancing communication throughout the region and across the state.



From the Field

- **Issue:** An educator has many CEU and college credits but only took trainings that were offered for free or at a low cost. When she goes to enroll in a degree program she learns that the professional development she has taken will not count towards a degree.
- **Solution:** The EPS grant promotes the development and utilization of IPDPs to support educator pathways to increased competency including certification and degree attainment. The grant also supports articulation agreements among IHEs and looks to develop agreements with CEU-based credits.



From the Field

- **Issue:** Good teachers are promoted to more and more responsible positions. They become administrators and find out that they need a different skill set and that professional development for directors is hard to find.
- **Solution:** The EPS grant requires that professional development opportunities support the mixed delivery system and educators at all levels, including those in administrative or supervisory positions.



Workforce and Professional Development

- Core areas of supports for providers and educators:
 - **Education and Career Planning**
 - **Coaching and Mentoring**
 - Support professional and academic success
 - Implement career plans based on knowledge, skills, and abilities
 - Support providers' development and performance improvement
 - **Competency Development**
 - Competency and degree attainment
 - Accreditation and increasing QRIS levels



Requirements: Educator and Provider Planning

- Implement professional development pathways for all educators and providers in mixed delivery system
- Provide professional development opportunities that:
 - Meet the needs of educators and providers in the field including ABE, ESOL, developmental, CEU-based, and college-credit coursework
 - Meet schedules of educators and providers in the field, i.e. non-traditional hours and settings
 - Link to preceding and following pathway points
 - Help educators and providers move along continuum and results in academic currency



Requirements: Coaching and Mentoring

- Provide coaching and mentoring supports that include:
 - Individualized academic and career counseling
 - Assisting supervisors in developing professional development plans for staff
 - Ensuring all educators have access to mentoring and coaching
 - Ensuring individuals providing education, mentoring, and coaching have required expertise
 - Encouraging providers to support staff professional development through MOUs



Requirements: Competency Development

- Promote competency development by providing professional development that:
 - Addresses theory, implementation strategies, and reflection
 - Includes pathways for all educators that address basic academic needs and guide and support educators through credential, certificate, and degree attainment
 - Provides opportunities for educators of infants, toddlers, preschool and school age children that address EEC's Core Competencies and related topics, including STEM
 - Aligns with ESE frameworks
 - QRIS advancement and Accreditation



Grant Outcomes and Measures

DATA...DATA...DATA

- Grant outcomes will be measured through **quantitative** and **qualitative** methods
- Measures will include **individual** and **aggregate** level data on participating educators and providers
- Measuring grant outcomes are essential to system building and meeting the needs of the workforce
- Needs assessments further indicated need for on-going data reporting statewide
- Linked to Professional Qualifications Registry



Data Elements - Snapshot

- Number of participating educators by: provider type, position, educational level, time in the field, etc.
- Number of educators who earned a credential, certificate, or degree including
- Number of educators and providers who received coaching and mentoring supports
- Number of providers who received accreditation fee support by accreditation type and level
- Number of providers who utilized MOUs
- Number of opportunities offered through non-traditional means and/or at non-traditional times



EEC Initiatives that Support Educator and Provider Support

- 2010 Regulations
- Core Competencies
- QRIS Standards
- CFCE grantees
- LEP Professional Development Grant
- CSEFEL
- Assessment Training



Regulations

- New regulations January 2010
- Primary additions related to quality:
 - Exercise and Nutrition
 - Oral Health
 - Progress Reports
 - Behavioral Management Plans
 - Literacy
 - Medication Administration
 - Professional Development Hours
 - Annual Registration Required
 - Positive Interactions



EEC Core Competencies and Related Trainings and Initiatives

Area 1: Understanding the Growth and Development

Infant & Toddler Standards and Guidelines; Supporting Quality in Infant & Toddler Programs

Area 2: Guiding and Interacting

CSEFEL; Addressing Challenging Behaviors in the Classroom Training Series; Including Young Children on the Autism Spectrum Training Series

Area 3: Partnering w/Families and Communities

Strengthening Families; Special Quest

Area 4: Health, Safety, and Nutrition

Oral Health; Medication Administration; Progress Reports; Mass Children at Play

Area 5: Learning Environments/Implementing Curriculum

Mind in the Making (MITM); WGBH Early Literacy Initiative; Early Literacy for Family Child Care Educators; STEM after school curricula

Area 6: Observation, Assessment, Documentation

Differentiated Assessment; Pre-Las Training for QRIS; Including Young Children on the Autism Spectrum Training Series

Area 7: Program Planning and Development

Family Child Care Orientation; Center Based Child Care Orientation; Family Child Care Assistant Orientation

Area 8: Professionalism and Leadership

Professional Development System Building Facilitation Project



QRIS Standards

Massachusetts' QRIS Standards are organized into 5 categories:

1. **Curriculum and Learning:** curriculum, assessment, teacher child interactions, special education, children with diverse language and cultures
2. **Workforce Qualifications and Professional Development:** directors, teachers, teacher assistants, consultants
3. **Environment:** indoor, outdoor, health and safety
4. **Leadership, Management and Administration:** supervision, management, community involvement, supervision and leadership
5. **Family Involvement**



Coordinated Family and Community Engagement Grantees

- Grant objectives and requirements include:
 - Facilitating collaboration and community planning between local early education and care partners and other community stakeholders or partners.
 - Supporting early education and care programs across the public and private sectors in delivering high quality services by facilitating access to consumer education, professional development and technical assistance, and training that scaffolds high quality programming.



Limited English Proficiency Professional Development Grant

- To deliver comprehensive career development and training that meet the needs of the Spanish-speaking early education and care professionals with limited English proficiency including family child care providers, center-based staff, family child care home visitors, and family child care assistants that serve infants and toddlers.
- Provide educational assessment, guidance, career planning, college courses, and coaching and mentoring to help define appropriate pathways for competency development



The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

Awarded to Connected Beginnings Training Institute

- Provide professional development to up to 2000 educators on the CSEFEL Pyramid Model
- Training and technical assistance that will:
 - enhance knowledge and skills;
 - support the implementation and sustainability of evidence-based practices; and
 - increase the size of the workforce skilled in supporting the social emotional development of young children (birth – 5 years old);



AND WE ARE STILL WORKING

- Registry
- QRIS
- Pre-K to 3rd Alignment
- Communications
- Finance
- Compensation



Professional Qualifications Registry June 2010

- EEC's Registry will support the requirement in the regulations that "all educators must register annually" with EEC.
- The Registry will gather basic data about our current workforce, including:
 - Demographic information about the workforce
 - Educators' educational background
 - Educators' experience in the field
 - Information on salaries and benefits
 - Professional development activities
- The Registry will provide educators with a "profile" that summarizes their qualifications, an easy way to track their professional growth and plan next steps.
- The Registry will support EEC initiatives like the QRIS pilot.



Early Care and Education & K-12 Linkage

- State ID numbers assigned
- ESE PreK-3 task force focused on literacy
- Springfield Project
- Development of infant and toddler guidelines aligned with preschool learning experience guidelines and early childhood program standards
- Summer learning vouchers (09 and 10)
- Shared professional development



Other Initiatives Related to Professional Development

Recommendations of the Early Literacy Subcommittee

- EEC and ESE should build a shared statewide system of ongoing pre-service and in-service professional development in literacy addressing the full continuum of pre-kindergarten to 3rd grade standards, assessments, and research-informed instructional practices.
- Professional development frameworks should be comprehensive and data-driven, and lead to targeted supports to address gaps in language and early literacy skills.

Institutions of Higher Education (IHE) Mapping Project

- Map the network of two and four year public and some private IHEs in MA that offer an Early Childhood Education (ECE) program of study, elementary education program or program in a related field that leads to a certificate, and/or an associate's or a bachelor's degree.
- Develop a profile for each campus as well as a database that can be included as part of EEC's future registry.



Other Initiatives Related to Professional Development cont.

Increasing Opportunities for Educators with Limited English Proficiency

- Career development and training for educators with Limited English Proficiency work with the EOE Readiness Center Network on a statewide strategy to increase access to higher education for early educators with limited English proficiency

Related to Assessment for All Educators

- Expand the professional development of the entire field of early education and care re: assessment
- All Together Now Conference provided a child assessment track to provide assessment training
- Associated Early Care and Education differentiated levels of training, professional development, assessment/screening tools and materials to 800 educators, to make it a sustainable practice.



Other Initiatives Related to Professional Development cont.

Pre-K to 3rd Grade Alignment: Teacher Quality Professional Development and Instructional Leadership

- Highly qualified early educators who can optimally educate young children to set the foundation for future success;
- Effective coordination of services, transitions (systems, pedagogy etc), for children, learning across grade levels and
- Raise the quality of classroom practice, teacher content knowledge

Head Start

- Federal language requires the MA Training and Technical Assistance Offices to expand training activities to early education and care providers in MA.
- T/TA Offices will be collaborating with State Advisory Council, Head Start Collaborations Office, state educational agencies (EEC), local ECE entities, and IHEs among others to expand and leverage resources to support all early childhood professionals in the field.



Policy Challenges

- Access to training across the state
- Defining and measuring a competency
- Risk assessment for coaching and mentoring
- Theory, Practice and Reflection
- Limit one session events
- Transfers across the state
- Program Quality and Educator Quality
- Consistent eligibility requirements
- Publishing actual course descriptions on or before July 15



THANK YOU!!!

Thank you to each of you for all you do on behalf of the children and families of the commonwealth– We are making a difference.

